

Arizona Department of Education
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AZ-TAS

INDIVIDUALIZED EDUCATION PROGRAMS

Processes and Procedures for Developing IEPs for Students with Disabilities

Exceptional Student Services
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GENERAL INFORMATION

The Individualized Education Program (IEP)

34 CFR §300.320

The Individualized Education Program (IEP) is an important written record of the decisions reached by the team members at the IEP team meeting. The purpose of this guide is to provide administrators, teachers, students, parents, and other IEP team members with practical information about the development and implementation of an IEP that is effective and meets the requirements of the Individuals with Disabilities Education Act (IDEA), the Arizona Revised Statutes, and Arizona Administrative Code (State Board of Education Rules).

Some things to consider when developing an IEP include:

- Each public school student who receives special education and related services under IDEA must have an IEP.
- The IEP must be developed within thirty days of a determination that the child is eligible for special education and related services.
- An IEP must be in effect for each child with a disability at the beginning of each school year.
- Special education and related services must be made available to the child as soon as possible following the development of the IEP.

This guide is designed for use in conjunction with each public agency's policies and procedures for implementation of a free appropriate public education in the least restrictive environment for children with disabilities. In order to make this task easier, individuals will be guided through the IEP process by reviewing the requirements of the law and how they can be addressed on the IEP and by providing suggestions for implementing the requirements.

This document is written as a practical, user-friendly guidebook and contains a sample IEP that includes the IDEA required components and each area that must be "considered" according to the IDEA. Because there is no State mandated form for IEPs in Arizona, the look of the document will vary from one PEA to another. Many PEAs have chosen to purchase a software program that generates IEPs and other special education paperwork. As long as all the requirements are met, any form is acceptable. While a sample IEP form is included in Appendix A, it should be noted that a form, by itself, will not ensure compliance. The information recorded on each IEP determines whether or not the IEP meets the federal and state requirements.

To provide further assistance in this area, the Arizona Department of Education's Exceptional Student Services (ADE/ESS) has assigned an education program specialist as consultant to each school district, charter school, approved private school, and secure care facility that provides a public education. Please consult the assigned education program specialist for your district or school if you have additional questions.



FEDERAL AND STATE IEP REQUIREMENTS

34 CFR §§300.320 and 300.160

IDEA specifically states that the required components of the IEP are:

- **A statement of the child's present levels of academic achievement and functional performance including:** how the disability affects the child's involvement and progress in the general education curriculum; or, for preschool children, how the disability affects the child's participation in age-appropriate activities;
- **A statement of measurable annual goals including:** academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and progress in the general education curriculum; and to meet each of the child's other educational needs that result from the disability;
- **For children with disabilities who take alternate assessments aligned to alternate achievement standards including:** a description of benchmarks or short-term objectives that lead to attainment of the annual goals;
- **A description of progress reporting including:** how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- **A statement of special education, related services and supplemental aids and services to be provided to the child or on behalf of the child including:** the projected date for the beginning of services and modifications; the anticipated frequency, location, and duration of those services and modifications;
- **A statement of the program modifications or supports for school personnel that will be provided to enable the child:** to advance appropriately toward attaining the goals; be involved in and make progress in the general education curriculum; participate in extracurricular and other nonacademic activities; be educated and participate with other children with disabilities and without disabilities in such activities;
- **An explanation of the extent, if any, to which the child will not participate with children without disabilities in general education classes and activities;**
- **A statement of appropriate testing strategies including:** individual accommodations necessary to accurately measure the academic achievement and functional performance of the child on State and district-wide assessments or a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;

A supplemental regulation issued in 2007 clarified that: "The State's (or in the case of a district-wide assessment, the PEA's) guidelines must—

- (i) Identify only those accommodations for each assessment that do not invalidate the score; and
 - (ii) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score." (§300.160)
- **Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team:** measurable postsecondary goals, which must be reviewed annually, and must be based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skill;
 - **Transition services including:** courses of study needed to assist the child in reaching the postsecondary goals;
 - **Beginning not later than one year before the child reaches the age of majority:** a statement that the child has been informed of his or her rights, if any, that will transfer to the child on reaching the age of majority.

OTHER FACTORS TO CONSIDER

34 CFR §§300.106; 300.107; 300.114; 300.115; 300.117; 300.324

IDEA also states specifically what the IEP team must consider when developing the IEP. Best practice and common sense dictate that the easiest place to document the discussion of these considerations is in the IEP. The required areas of consideration are:

- **Extended School Year Services:** ESY services must be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE. (§300.106)
- **Nonacademic Services:** Each public agency must take steps, including the provision of supplementary aids and services determined necessary and appropriate by the child's IEP team, to provide nonacademic and extracurricular activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities and may include:
Counseling services; athletics; transportation; health services; recreational activities; special interest groups or clubs sponsored by the public agency; referrals to agencies that provide assistance to individuals with disabilities. (§300.107)
- **Placement:** Each public agency must ensure that the placement decision for each child is made by a group of persons, including the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The placement decision must be in conformity with the least restrictive environment provisions of the regulations, be determined at least annually, be based on the child's IEP, and be as close as possible to the child's home. (§300.116)
- **Nonacademic Settings:** Each public agency must ensure that each child with a disability has the opportunity to participate with children without disabilities in extracurricular services and activities to the maximum extent appropriate given the needs of that child and ensure that each child has the supplementary aids and services determined by the IEP team to be appropriate and necessary to participate in nonacademic settings. (§300.117)
- **Other Factors:** The strengths of the child; the concerns of the parents for enhancing the education of their child; the results of the initial or the most recent evaluation of the child; the academic, developmental, and functional needs of the child. (§300.324)



COMPONENTS OF THE IEP

Introduction

The purpose of this document is to help provide the IEP team, consisting of school administrators, teachers, and parents, with the basic framework to write an effective IEP. This document contains the major components of the IEP. Each section will be addressed separately.

DEMOGRAPHIC INFORMATION

IEP Date_____			Prior IEP Date_____			Eligibility Category_____		
Student's Last Name_____			First Name_____			M.I._____		
Birth Date_____			Gender_____			Grade_____		
Student ID#_____			Home Address_____					
City_____			State_____			ZIP_____		
Primary Language of Student_____			English Language Learner					
Primary Language of Instruction_____			<input type="checkbox"/> Yes			<input type="checkbox"/> No		
School of Residence_____			School of Attendance_____					
Parent/Guardian Last Name_____			First Name_____					
Address_____			City_____			State_____		
ZIP_____			Home Phone_____			Work Phone_____		
Primary Home Language_____			Parent/Guardian Last Name_____			First Name_____		
Address_____			City_____			State_____		
ZIP_____			Home Phone_____			Work Phone_____		
Primary Home Language_____								

GUIDANCE: This section is self-explanatory. While most computer-based IEP programs will have this information stored for data-management purposes, reviewing it on a yearly basis will enable the IEP team to verify the demographic information with the parent and help ensure accuracy of the data.

DOCUMENTATION OF PARTICIPATION

Documentation of Participation at IEP Meeting §300.321(a)(1-6)			
<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Student Date </div>		<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Other (Specify) Date </div>	
<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Parent Date </div>		<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Other (Specify) Date </div>	
<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> General Education Teacher Date </div>		<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Other (Specify) Date </div>	
<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Special Education Teacher Date </div>		<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Other (Specify) Date </div>	
<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Public Education Representative Date </div>		<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Other (Specify) Date </div>	
<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Interpreter of Evaluation Data Date </div>		<div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> Other (Specify) Date </div>	

GUIDANCE: The public education agency (PEA) must be able to document which members of the IEP team participated in the development or revision of the IEP. While signatures are not required, they do provide means of documenting participation. The required members of the IEP team are noted in the left column, while space has been provided for other members, such as related services personnel, school administrators, evaluation personnel, or private school staff, on the right side. The IEP team must consist of the following members:

- The parent of the student;
- Not less than one general education teacher (if the student is or may be participating in the general education environment);
- Not less than one special education teacher/provider of the student;
- A representative of the PEA who may be another PEA IEP team member (general education teacher, special education teacher/provider, interpreter of evaluation data, etc.) and is:
 - ♦ Qualified to provide or supervise the provision of specially designed instruction to meet the needs of the student;
 - ♦ Knowledgeable about the general education curriculum; and
 - ♦ Knowledgeable about the availability of the resources of the PEA and able to commit those resources;
- An individual who can interpret the instructional implications of evaluation results. This person may also serve another role on the team if they have sufficient knowledge to interpret the results;
- At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the student, including related service personnel;
- Whenever appropriate, the student. If the purpose of the meeting is to discuss transition services, the student *must* be invited;
- With consent of the parent and to the extent possible, a representative of any participating agency that will be responsible for providing or paying for transition services;
- For an initial IEP team meeting for a child transitioning from AzEIP services and at the request of the parent, the AzEIP service coordinator or other representatives of the AzEIP system must be invited to assist with a smooth transition;

- If the student is or may be attending an approved private school, a representative of the private school.

Other team members may include, on an as needed basis:

- Additional general education or special education teachers (current or planned)
- Support staff (aides, bus driver, cafeteria staff, etc.)
- Relevant school administrators
- Internal or external specialists/experts
- Related service personnel
- Others, as deemed appropriate and necessary

A member of the teaching, administrative, or related services staff may be excused from attending the IEP meeting if the parent and PEA agree. The consent for the excusal must be in writing and the excused member should provide input into development of the IEP prior to the meeting if his/her area of expertise is being addressed at the meeting.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Present Levels of Academic Achievement and Functional Performance (PLAAFP) §300.320(a)(1)
<p>Clearly specify the student's current levels of performance in academic, nonacademic, social and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum.</p> <p>The PLAAFP should include: <input type="checkbox"/> recent evaluation information <input type="checkbox"/> progress and performance in the classroom and general curriculum <input type="checkbox"/> performance on district-wide and state-wide testing <input type="checkbox"/> significant nonacademic and functional attributes <input type="checkbox"/> strengths and areas in need of improvement.</p> <p>The PLAAFP should also include:</p> <p><input type="checkbox"/> For preschool children, how the disability affects the student's participation in age appropriate activities.</p> <p><input type="checkbox"/> For transition-aged youth, a description of strengths, preferences, and interests based upon age appropriate transition assessments related to training, education, employment and, when appropriate, independent living skills.</p>

GUIDANCE: This is a very important part of the IEP process because it lays the foundation for all the other components. There should be a clear and direct correlation between the most recent evaluation, the educational needs identified here, and the goals, services and accommodations determined to be necessary for student achievement. In developing the PLAAFP statement, the IEP team should consider several aspects of the student's abilities and disabilities including:

- Strengths of the child;
- Parent concerns;
- How the most recent evaluation (within three years) relates to current functioning;
- How the student is currently performing in his or her classes, including performance baseline data in areas of need;
- How the student performed on recent State-wide and district-wide assessments;
- The student's skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data;
- The strengths, preferences, and interests of transition-aged youth, and;
- Any other relevant factors, including special factors.

CONSIDERATION OF SPECIAL FACTORS

Consideration of Special Factors §300.324(a)(2)	
Assistive technology devices and services (high and/or low tech) If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Behavior - strategies, including positive behavioral interventions and supports to address behavior If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
English language learner - language needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not ELL
Deaf/hearing impaired - language and communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not HI
Blind/visually impaired - provision of Braille instruction If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not VI
Comments 	

GUIDANCE: It is recommended that the IEP team maintain a record that documents what the team considered for each special factor and how the conclusions were derived. Such documentation can guide the IEP team toward thoughtful and objective considerations.

- **Assistive Technology Devices and Services (AT):** Consider whether the student needs AT devices and services. AT can consist of low tech, mid tech, and high tech devices ranging from pencil grips through computers to sophisticated communication devices.
- **Communication Needs:** Consider the communication needs of the student. Include opportunities for direct communication with peers and professional personnel and how instruction can be modified or accommodated to meet the student's needs.
- **Behavior:** Consider how the student's behavior affects his/her learning or disrupts the learning environment of others. Develop and implement positive behavior interventions and supports that will address the behavior and identify how progress will be monitored.
- **Limited English Proficiency (LEP):** Consider what supports and strategies the student will need to address limited English proficiency. LEP support can be addressed within the general education system or by direct instruction within the special education program.
- **Deaf/Hearing Impaired:** Consider the student's language and communication needs including opportunities for direct communication with peers and professional personnel. Include other opportunities for direct instruction in the student's language and communication mode.
- **Blind/Visually Impaired:** Provide instruction in Braille and in the use of Braille **unless** the IEP team determines that instruction in, or the use of, Braille is not appropriate for the student. That decision is made by evaluating the student's reading and writing skills, identifying student needs, and determining appropriate reading and writing media.

MEASURABLE ANNUAL GOALS

Measurable Annual Goals, Benchmarks or Short-Term Objectives §300.320(a)(2)	
<p>75% of the measurable annual goals should be aligned with the Arizona Academic Standards in order to ensure access to the general curriculum. Include annual goals that meet other educational needs and support the student's measurable postsecondary goals.</p> <p>* Add benchmarks or short-term objectives for students who take alternate assessments.</p>	
Measurable Annual Goal	ESY needed for this goal? <input type="checkbox"/> Y <input type="checkbox"/> N
How will progress toward meeting the annual goal be measured?	
Measurable Annual Goal	ESY needed for this goal? <input type="checkbox"/> Y <input type="checkbox"/> N
How will progress toward meeting the annual goal be measured?	
Measurable Annual Goal	ESY needed for this goal? <input type="checkbox"/> Y <input type="checkbox"/> N
How will progress toward meeting the annual goal be measured?	

GUIDANCE: Measurable annual goals provide the basis for instruction, describing what a child needs related to his/her disability. There must be a direct relationship between the needs identified in the PLAAFP and the annual and postsecondary goals. Goals must be meaningful and measurable in order to be used for decision making.

- An annual goal is meaningful when the expectation is reasonable, the skill or knowledge the goal represents is necessary for success in school and post-school activities, and the family believes the accomplishment of the goal is important.
- A goal is measurable when it reflects a skill or behavior that can be observed and counted in some manner. A goal should describe what a student can be reasonably expected to accomplish within a year.
- The measurable annual goals must align with on-grade-level Arizona Academic Standards but may be modified to meet the specific needs of the student.
- Each goal must be written so that it can be monitored frequently and the method of measuring progress must be described. The same method of measurement should be used for the PLAAF, the goal statement, and the progress monitoring in order to facilitate an understanding of progress and the effectiveness of services.

To meet the requirements of this part, the IEP team reviews and analyzes the present levels of academic and functional performance and then writes applicable annual goals for the areas of need.

The IEP team writes annual goals that:

- Show a direct relationship to the present levels of academic achievement and functional performance;
- Enable the child to be involved in and make progress in the general curriculum;
- Are aligned to grade level state standards;
- Describe only what the student can reasonably be expected to accomplish within one school year or the 12-month term of the IEP;
- Are written in measurable terms; and
- As appropriate, are aligned with the student's measurable postsecondary goals and transition services including the student's course of study.

Benchmarks or Short-Term Objectives: A benchmark or short-term objective is a logical intermediate step between the present levels of academic achievement and functional performance and the annual goal. IDEA 2004 eliminated the requirement of benchmarks or short-term objectives for children with disabilities except for those children who take alternate assessments aligned to alternate achievement standards. Benchmarks or short-term objectives may be used with other students but are not required by statute.

PROGRESS REPORTING

Progress toward Annual Goals §300.320(a)(3)
<p>When will periodic reports on the student's progress toward meeting annual goals be provided to parents?</p>

GUIDANCE: The IEP team must include a description of when periodic reports on the progress (such as quarterly or other periodic reports, concurrent with issuance of report cards) will be provided to the parents and team. When making the report, it is important to provide the parent with the actual data from the progress monitoring instruments. This allows them to make their own determination as to whether the amount of progress will allow the student to achieve the goal within the period of the IEP.

INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

Accommodations for Instruction and Assessment §§300.160(b), 300.320(a)(6)
<p>Any accommodations used for formal assessments must be used routinely in classroom instruction and assessments.</p>
<p>Accommodation</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment </div>
<p>Accommodation</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment </div>
<p>Accommodation</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment </div>

GUIDANCE: The IEP team must document any appropriate accommodations that are necessary for the student to learn and for accurate measurement of the academic achievement and functional performance of the student on State and PEA-wide assessments. The specific accommodation and the specific subject/test area should be identified. Only those accommodations that do not invalidate the results may be used. Accommodations may not change the test content, but do consider alternative means of accessing the test and demonstrating performance. For additional information regarding testing accommodations, refer to the ADE publication "Testing Accommodation Guidelines" located on the ADE Web site at <http://www.ade.az.gov/standards/aims>.

PARTICIPATION IN STATE AND PEA-WIDE ASSESSMENTS

Participation in State and PEA-Wide Assessments §§300.160(c), 300.320(a)(6)
<p>Check one for AIMS participation:</p> <p><input type="checkbox"/> The student will participate in the AIMS with no accommodations or with standard accommodations.</p> <p><input type="checkbox"/> The student will participate in the State assessment through an alternate assessment.</p>
<p>If the student participates in an alternate assessment, explain why the student cannot participate in the regular assessment.</p> <p><input type="checkbox"/> Alternate Assessment Eligibility Determination Form is attached to IEP.</p>
<p>Check one for PEA-wide assessment participation:</p> <p><input type="checkbox"/> The student will participate in PEA-wide assessments with no accommodations or with standard accommodations.</p> <p><input type="checkbox"/> The student will participate in an alternate PEA-wide assessment through _____</p> <p><input type="checkbox"/> The PEA does not have a PEA-wide assessment.</p>

GUIDANCE: All students must be included in State and PEA-wide assessments in some manner. The IEP team is responsible for determining how the student will participate in each State and/or PEA-wide assessment. First, the IEP team must determine if the student can take the assessments without any accommodations. If not, the team must determine if the assessment can be taken with accommodations. If the IEP team determines accommodations are necessary, only standard accommodations which do not invalidate the test results may be selected. In addition, these accommodations may only be implemented if the IEP indicates their use in daily classroom activities as well as on the assessment. Nonstandard accommodations may not be used on State and PEA-wide assessments even if the IEP authorizes their use in daily classroom activities.

Students with significant cognitive disabilities may take the AIMS-A and ASAT in lieu of the AIMS if criteria are met as documented on the Eligibility Determination Form, which can be found at <http://www.ade.az.gov/ess/SpecialProjects/aims-a/EligibilityDeterminationForm.pdf>.

If a PEA-wide assessment is conducted and the IEP team determines the student cannot take the assessment even with accommodations, the team must then select an alternate assessment. The alternate assessment must be specified and an explanation provided as to why the student cannot participate in the regular assessment and why the alternate assessment is most appropriate.



SPECIAL EDUCATION AND RELATED SERVICES

Special Education Services §300.320(a)(4)(5)(7); AAC R7-2-401(F)(4)					
Special Education Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position
Related Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position

Supplementary Aids and Services (Including Extracurricular and Nonacademic Activities)	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)
Program Modifications or Supports for School Personnel	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)

GUIDANCE: This section of the IEP includes a detailed description of all special education and related services to be provided directly to the student or for the benefit of the student.

Special Education Services column: It is important to be specific in describing the service to be provided. Words such as “inclusion,” “resource,” or “self-contained” do not describe services. Examples of appropriate special education service include such topics as:

- ♦ “Individualized instruction in written expression”
- ♦ “Pre-teaching for comprehension in content areas”
- ♦ “Direct instruction in reading decoding”

- ♦ “In-class consultation for behavioral support”
- ♦ “Generalization and practice in daily living skills”
- ♦ “Articulation, voice, or fluency therapy”
- ♦ “Time management skills on the worksite”

It is possible for transition services to be the only special education service provided. As with all others, these services must be clearly delineated.

Related Services column: Include such terms as “Behavioral counseling,” “Family counseling,” “Occupational therapy,” “Speech therapy,” or “Door-to-door transportation.”

Supplementary Aids and Services column: Document supports that will be provided in general education classes or other education-related settings to maximize the extent to which student can be educated with nondisabled students. Examples include, but are not limited to, orientation and mobility training, interpreter assistance, assistive technology devices or services, and instructional aids.

Program Modifications or Supports for School Personnel column: Program modifications refer to changes in the environment or curriculum that allows the student with the disability to be educated with nondisabled peers. Examples include things such as preferential seating, an extended due date on assignments, the use of an augmentative communication device or a textbook written at a different reading level. Examples of supports for school personnel include such considerations as additional training or consultation on appropriate test modification, planning time with co-teachers to ensure consistent behavior supports, or additional aide support on the use of assistive technology.

Initiation Date column: This is the first date the service will be provided.

End Date column: This is the date the service will end. It cannot exceed one year from the date of the IEP meeting but it can be sooner as determined by the IEP team.

Frequency/Amount column: Frequency refers to the number of times per week or month that the service will be provided. It is important that the measurement is clear to anyone reading the IEP. Amount usually refers to the number of minutes per session but can refer to minutes per week or even per month. So again, it is very important to be clear and specific. For example, speech therapy may be provided 3 times per week for 30 minutes per session (3x/wk, 30 min/session).

Location column: Location refers to the LRE environment in which the service will be delivered such as “regular classroom,” “resource room,” “counselor’s office,” etc. It does NOT refer to a specific room or building.

Provider position column: This is the position or job title of the individual providing the service (e.g., special education teacher, paraprofessional, school psychologist). Do not use an individual’s name as the actual person could change during the duration of the IEP.



REGULAR CLASS, EXTRACURRICULAR, AND NONACADEMIC ACTIVITIES

Participation in Regular Class, Extracurricular, and Nonacademic Activities §300.320(a)(5)

Provide an explanation of the extent, if any, to which the student will not participate with nondisabled children in regular class, extracurricular, and nonacademic activities.

GUIDANCE: If the student is being removed from the general education setting and not being educated with their peers for any amount of time during the regular school day, a statement with **specific** reasons for the removal must be written. Also include a statement that provides the reason(s), if any, the student is not participating in extracurricular and nonacademic activities. An example of an appropriate statement is “John has a severe deficit in reading which necessitates specialized individualized instruction most efficiently delivered in a small group in the resource room setting. He can participate in all extracurricular and nonacademic activities as long as all academic and behavioral criteria are met.”

LEAST RESTRICTIVE ENVIRONMENT

Least Restrictive Environment §300.115(b)(c)(d)

1. Is this placement as close as possible to the child’s home school? ☐ Yes ☐ No
2. Does this IEP require that the student be placed in a school other than the one he or she would attend if nondisabled? ☐ Yes ☐ No
3. What are the potential harmful effects (drawbacks) of this placement on the child or on the quality of services that he or she requires?

GUIDANCE: IDEA mandates that the student with a disability is educated with students who are nondisabled to the maximum extent appropriate. Removal of students with disabilities from the general education setting should occur only when the nature and severity of the disability prevents satisfactory progress from being achieved in that setting, even with the use of supplementary aids and services. The IEP team must determine if the program outlined in the IEP can be implemented in the student’s home school, or as close to their home school as possible.

Potential harmful effects that may occur as a result of the selected placement(s) must be considered and documented. Examples of harmful effects for more restrictive placements might include such things as limited social interaction with nondisabled peers, modified curriculum standards, or less appropriate role models. Examples of harmful effects for less restrictive placements might include such things as limited individualized instruction, larger class size, or primary instruction by non-special education staff.

EXTENDED SCHOOL YEAR SERVICES

Extended School Year Services §300.106
Eligibility for ESY <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To be determined by _____
ESY services to be provided

GUIDANCE: Extended school year services (ESY) must be considered for every student with a disability on an annual basis. Eligibility, as well as the nature and extent of any services, may change from year to year. ESY services are provided to prevent the loss of benefit from special education and related services. The type, amount, and duration of services are an IEP determination based on data. Services may be provided in school, at home, or at any other location determined appropriate by the IEP team. Please refer to the ADE AZ-TAS document on ESY for detailed additional information.

TRANSITION SERVICES

Transition Services §§300.43, 300.320(b), 300.321(b)
Transition services, including courses of study, must begin not later than the first IEP to be in effect when the child is 16 or younger if determined appropriate by the IEP team, and updated annually thereafter. Transition services must support measurable postsecondary goals based upon age-appropriate transition assessments related to training and/or education, employment, and, where appropriate, independent living skills.
Transition Assessments
Training/Education
Employment
Independent Living Skills
Assessment needed: <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, indicate assessment type)
Other
Student Strengths, Preferences, and Interests
Information about the student's strengths, preferences, and interests were provided by: <input type="checkbox"/> Student <input type="checkbox"/> Parent(s) and/or Family Members _____ <input type="checkbox"/> School Staff _____ <input type="checkbox"/> Service Agency _____ <input type="checkbox"/> Other _____

GUIDANCE: The purpose of transition planning is to prepare students for post-school activities including education and training, employment, and adult life. In addition, part of this planning process is the creation of community connections that will enable the student to meet success in adulthood. The IEP team is responsible for the development of a coordinated set of activities that will assist the student in reaching his or her measurable postsecondary goals. The development of a student's transition services must be based on age-appropriate transition assessments, taking into account the individual student's strengths, needs, preferences, and interests. The age-appropriate transition assessments can include both formal and informal instruments such as aptitude tests, interest and skill inventories, interviews, and observations.

MEASURABLE POSTSECONDARY GOALS

Measurable Postsecondary Goals §300.320(b)(I)		
<input type="checkbox"/> Training/Education	<input type="checkbox"/> Employment	<input type="checkbox"/> Independent Living (when appropriate)
1. 2. 3.		

GUIDANCE: As stated, a student's postsecondary goals must be based on age-appropriate transition assessments, taking into account his or her strengths, preferences, and interests. The postsecondary goals must be measurable and must address both training/education and employment. For some students, it may also be appropriate to include a goal related to independent living skills. Measureable postsecondary goals are not annual goals. As the name indicates, they are the vision for life after high school. Measurable annual goals and transition services, including the student's course of study, should align with and support the attainment of the measurable postsecondary goals.

Examples of measurable postsecondary goals include:

- Jeff will enroll in a two year culinary arts program at the local community college (training/education).
- Bobbi will attend Gallaudet University's English Language Institute to prepare her to enroll in the teacher preparation program at Gallaudet the following year (training/education).
- Shawna will work full time at a local nursery or hardware store garden department (employment).
- Joe will live with a roommate in his own apartment with support from the Arizona Department of Economic Security (independent living skills).



TRANSITION SERVICES/ACTIVITIES

Transition Services/Activities (needed to attain goals) §300.43(a)(2)				
Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Instruction				
Related Services				
Community Experience				
Employment				
Adult Living				
Daily Living Skills				
Functional/Vocational Evaluation				
Other				

GUIDANCE: The student **must** be invited to participate in the development of their transition services. If the student does not attend the IEP meeting, the public education agency must develop appropriate methods to ensure the student's strengths, preferences, and interests are considered.

Transition services are those services necessary for the student to achieve the measurable postsecondary goals. These services, including a course of study, are an integral part of the student's overall high school education program that leads to graduation with a regular high school diploma; they are not an addition to the district's graduation requirements.

Transition services include the following terms:

- **Instruction:** The use of formal techniques to impart knowledge which is typically provided in educational settings (e.g., tutoring, general education classes). Other agencies can provide instructional activities such as adult basic education and postsecondary schooling.
- **Related Services:** Related services are the services required to assist the student with a disability to benefit from special education transition services, such as obtaining information and materials for postsecondary school services, housing, employment, and social security services, building advocacy networks and long-term support. The school system or other agencies could provide these services.
- **Community Experiences:** Those services that are provided in community settings by schools and other agencies (e.g., community-based work experiences, job-site training programs, transportation, community counseling, independent living skill-building, recreation experiences). The school system or other agencies could provide these services.
- **Employment:** Services that can consist of training, education, or other experiences that lead to a job or career. It can include career exploration, job shadowing, vocational internships, part-time employment with supervision by school personnel, and on-the-job training. The school system or other agencies could provide these services.
- **Adult Living:** Those services that lead to the ability to perform important adult functions. It includes occasional activities such as registering to vote, preparing tax forms, renting a home, accessing medical services, and accessing SSI services. The school system or other agencies could provide these services.

- **Daily Living Skills:** The skills for those activities adults do on a daily basis such as preparing meals, budgeting, maintaining a home, paying bills, grooming, etc. The school system or other agencies could provide these services.

With the written consent of the parents (or the student who has reached the age of majority), the PEA must invite a representative of any outside agency that is likely to be responsible for providing or paying for transition services. Services and activities may be the responsibility of the student, the family, the school, the Division of Developmental Disabilities, Vocational Rehabilitation, the Division of Behavioral Health, or other community resources. However, if a participating outside agency fails to provide the transition services identified as their responsibility in the IEP, the public education agency must reconvene the IEP team to identify alternative strategies to provide the transition services in the IEP.

COURSES OF STUDY

Courses of Study §300.320(b)(2)				
Add additional years for students who continue to be eligible for a free, appropriate public education.				
	School Year	School Year	School Year	School Year
Language Arts				
Math				
Science/Foreign Language				
Social Studies/Humanities				
Health/PE				
Elective				
Elective				
Elective				

GUIDANCE: The IEP team is responsible for developing transition services including courses of study that lead directly to the achievement of the measurable postsecondary goals documented in the IEP. It is important to identify specific courses (including electives) that the student requires to meet his or her goals as part of graduation requirements. For example, one student who wants to be an automotive engineer will need college prep math courses while another student who wants to work at Discount Tires may need more functional math classes. Both students may elect an automotive shop course.

This is also an appropriate place to document any necessary modifications that will be made to the PEA's coursework requirements for graduation for the individual student. Multiple years of course work should be planned so that the student and family can picture how the student's high school education will lead to the attainment of the measurable postsecondary goals and graduation with a regular high school diploma.

TRANSFER OF RIGHTS AT THE AGE OF MAJORITY

Statement of Transfer of Rights at the Age of Majority §300.520

The student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court-appointed guardian).

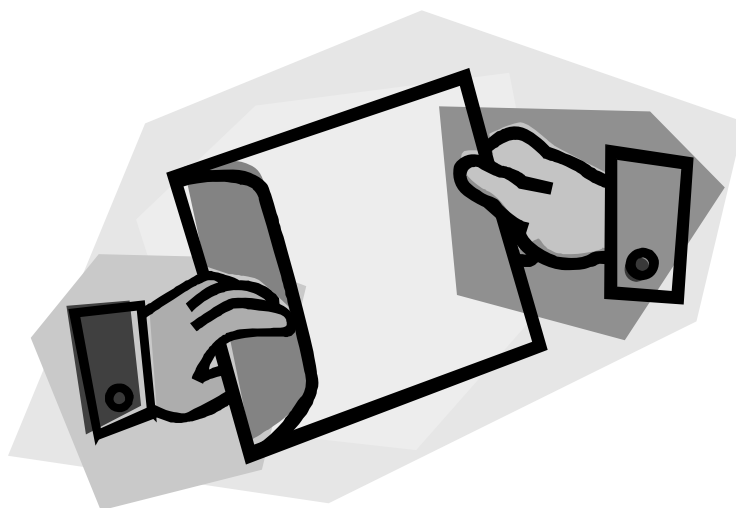
☐ Yes, date _____ ☐ Guardianship legally held by _____

Student has delegated the right to make educational decisions to another individual ☐ Yes ☐ No

If yes, that individual is _____

GUIDANCE: Beginning no later than one year before the child turns 18 (Arizona age of majority), the IEP must include a statement that the child has been informed of his/her rights, if any, that will transfer to the child upon reaching age 18. For students with severe disabilities, there may be a legal guardian appointed to manage the individual's affairs after age 18.

Arizona statute provides that a student with a disability who is at least 18 years of age and who has not been declared legally incompetent may delegate the right to make educational decisions for special education to another individual provided the delegation meets the requirements outlined in A.R.S. 15-773.



IEP MEETINGS

Parent Participation

34 CFR §300.322

The role of the parent is essential in the IEP meeting. The parent is an equal member of the IEP team whose input merits careful consideration. The public education agency (PEA) must take steps to ensure that one or both of the parents are present at each IEP meeting or are afforded the opportunity to participate. These steps include:

- Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- Scheduling the meeting at a mutually agreed upon time and place.

The PEA must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents who are hearing impaired or whose native language is other than English. The PEA must also provide a copy of the IEP to the parents at no cost to them. Upon request, a parent must be provided with a copy of any revised or amended IEP as well.

Required Attendance

34 CFR §300.321(e)(1)

According to IDEA regulations, required members of the IEP team include the parent, the special education teacher, the general education teacher, a PEA representative, someone to interpret the results of any evaluations, and the student, if appropriate. However, in certain instances, not all of these members may be required to attend a specific IEP meeting. Some team members *may not be required* to attend an IEP meeting in whole or in part if the parent and the PEA agree in writing that the attendance of a member is not necessary because that member's area of expertise or service provision is not being discussed or modified at the meeting. This decision should be made well in advance of the meeting and not used as a matter of convenience for an IEP team member who cannot attend unexpectedly. IEP teams should consider carefully the purpose of the IEP meeting and all potential areas of discussion prior to making the decision that a team member need not attend.

IEP Team Member Excusal

34 CFR §300.321(e)(2)

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification or discussion of the member's area of expertise or service provision if:

- The parent and the PEA agree and consent to the excusal in writing; and
- The member submits, to the parent and the IEP team, written input into the development of the IEP prior to the meeting.

Conducting an IEP Team Meeting without the Parent

34 CFR §300.322(d)

In certain circumstances an IEP team meeting may be conducted without a parent in attendance if the PEA is unable to convince the parents they should attend. In this case, the PEA must keep a record of its attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits and results of visits to the parent's home or employment site.

In order for an IEP team meeting to be conducted within the required timelines, it is important that the PEA plan ahead to allow sufficient time for a meeting to be scheduled. Parents should be contacted to help determine meeting dates and times as soon as the PEA recognizes a need for a meeting. This may mean contacting the parents 4 to 6 weeks in advance of an annual IEP due date to ensure finding a mutually agreed upon date and time.

When an IEP Meeting Is Not Required

34 CFR §300.324

The parent and the PEA may agree not to convene an IEP team meeting for the purpose of changes to a student's IEP after the annual IEP team meeting. Instead, they may choose to develop a written document to amend or modify the current IEP. If changes are made in this manner, the PEA must ensure that the entire IEP team is informed of any changes.

Alternative Means of Meeting Participation

34 CFR §300.328

At times it is not possible for a meeting participant to attend the meeting in person. The parent and a PEA may agree to use alternative means of participation, such as video conferencing or conference phone calls. IEP teams are urged to use flexibility in order to obtain the best input possible from all team members.

Review of the IEP

34 CFR §300.324

The IEP must be reviewed at least once a year and more frequently if circumstances warrant. The purpose of the review might be to discuss the student's present levels of performance, review progress on the measurable annual and postsecondary goals, and identify any continuing or newly identified needs, as appropriate. Also, An IEP review should be conducted to address:

- Any lack of expected progress toward the annual and postsecondary goals;
- Any lack of expected progress in the general education curriculum (if appropriate);
- The results of an reevaluation (whether done by the PEA or privately by the parent); and
- New information about the student provided to or by the parents.

All sections of the IEP should be considered and updated as appropriate during the IEP review.

For further assistance in understanding federal and state requirements related to the IEP process, contact the Arizona Department of Education, Exceptional Student Services and request to speak with the specialist assigned to your agency.

APPENDIX

IEP Sample Form

INDIVIDUALIZED EDUCATION PROGRAM

IEP Date _____	Prior IEP Date _____	Eligibility Category _____
Student's Last Name _____ First Name _____ M.I. _____		
Birth Date _____ Gender _____ Grade _____ Student ID# _____		
Home Address _____		
City _____ State _____ ZIP _____		
Primary Language of Student _____ English Language Learner		
Primary Language of Instruction _____ <input type="checkbox"/> Yes <input type="checkbox"/> No		
School of Residence _____		
School of Attendance _____		

Parent/Guardian Last Name _____ First Name _____		
Address _____		
City _____ State _____ ZIP _____		
Home Phone _____ Work Phone _____ Primary Home Language _____		
Parent/Guardian Last Name _____ First Name _____		
Address _____		
City _____ State _____ ZIP _____		
Home Phone _____ Work Phone _____ Primary Home Language _____		

Documentation of Participation at IEP Meeting §300.321(a)(1-6)			
_____ Student		_____ Other (Specify)	_____ Date
_____ Parent		_____ Other (Specify)	_____ Date
_____ General Education Teacher		_____ Other (Specify)	_____ Date
_____ Special Education Teacher		_____ Other (Specify)	_____ Date
_____ Public Education Representative		_____ Other (Specify)	_____ Date
_____ Interpreter of Evaluation Data		_____ Other (Specify)	_____ Date

Present Levels of Academic Achievement and Functional Performance (PLAAFP) §300.320(a)(1)

Clearly specify the student's current levels of performance in academic, nonacademic, social and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum.

The PLAAFP should include: ☐ recent evaluation information ☐ progress and performance in the classroom and general curriculum ☐ performance on district-wide and state-wide testing ☐ significant nonacademic and functional attributes ☐ strengths and areas in need of improvement.

The PLAAFP should also include:

- ☐ For **preschool children**, how the disability affects the student's participation in age appropriate activities.
- ☐ For **transition-aged youth**, a description of strengths, preferences, and interests in relation to postsecondary goals based upon age appropriate transition assessments related to training, education, employment and, when appropriate, independent living skills.

Consideration of Special Factors §300.324(a)(2)	
Assistive technology devices and services (high and/or low tech) If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Behavior - strategies, including positive behavioral interventions and supports to address behavior If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
English Language Learner - language needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not ELL
Deaf/Hearing Impaired - language and communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not HI
Blind/Visually Impaired - provision of Braille instruction If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not VI
Comments	

Measurable Annual Goals, Benchmarks or Short-term Objectives §300.320(a)(2)

75% of the measurable annual goals should be aligned with the Arizona Academic Standards in order to ensure access to the general curriculum. Include annual goals that meet other educational needs and support the student's measurable postsecondary goals.

*Add benchmarks or short-term objectives for students who take alternate assessments.

Measurable Annual GoalESY needed for this goal? ☐ Y ☐ N

How will progress toward meeting the annual goal be measured?

Measurable Annual GoalESY needed for this goal? ☐ Y ☐ N

How will progress toward meeting the annual goal be measured?

Measurable Annual GoalESY needed for this goal? ☐ Y ☐ N

How will progress toward meeting the annual goal be measured?

Measurable Annual GoalESY needed for this goal? ☐ Y ☐ N

How will progress toward meeting the annual goal be measured?

Progress toward Annual Goals §300.320(a)(3)

When will periodic reports on the student's progress toward meeting annual goals be provided to parents?

Accommodations for Instruction and Assessment §§300.160(b), 300.320(a)(6)
Any accommodations used for formal assessments must be used routinely in classroom instruction and assessment.
Accommodation <div> <input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment </div>
Accommodation <div> <input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment </div>
Accommodation <div> <input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment </div>

Participation in State and PEA-Wide Assessments §§300.160(c), 300.320(a)(6)
Check one for AIMS participation: <input type="checkbox"/> The student will participate in the AIMS with no accommodations or with standard accommodations. <input type="checkbox"/> The student will participate in the State assessment through an alternate assessment.
If the student participates in an alternate assessment, explain why the student cannot participate in the regular assessment. <input type="checkbox"/> Alternate Assessment Eligibility Determination Form is attached to IEP.
Check one for PEA-wide assessment participation: <input type="checkbox"/> The student will participate in PEA-wide assessments with no accommodations or with standard accommodations. <input type="checkbox"/> The student will participate in an alternate PEA-wide assessment through_____ <input type="checkbox"/> The PEA does not have a PEA-wide assessment.

Special Education Services §300.320(a)(4)(5)(7)					
Special Education Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position
Related Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position

Supplementary Aids and Services (Including Extracurricular and Nonacademic Activities)	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)
Program Modifications or Supports for School Personnel	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)

Participation in Regular Class, Extracurricular, and Nonacademic Activities §300.320(a)(5)

Provide an explanation of the extent, if any, to which the student will not participate with nondisabled children in regular class, extracurricular, and nonacademic activities.

Least Restrictive Environment §300.116(b-d)

1. Is this placement as close as possible to the child's home school? ☐ Yes ☐ No
2. Does this IEP require that the student be placed in a school other than the one he or she would attend if nondisabled? ☐ Yes ☐ No
3. What are the potential harmful effects (drawbacks) of this placement on the child or on the quality of services needed?

Extended School Year Services §300.106

Eligibility for ESY ☐ Yes
☐ No
☐ To be determined by _____

ESY services to be provided

Transition Services §§300.43, 300.320(b), 300.321(b)
Transition services, including courses of study, must begin not later than the first IEP to be in effect when the child is 16 or younger if determined appropriate by the IEP team, and updated annually thereafter. Transition services must support measurable postsecondary goals based upon age-appropriate transition assessments related to training and/or education, employment, and, where appropriate, independent living skills.
Transition Assessments
Training/Education
Employment
Independent Living Skills Assessment needed: <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes indicate assessment type below)
Other
Student Strengths, Preferences, and Interests
Information about the student's strengths, preferences, and interests were provided by: <input type="checkbox"/> Student <input type="checkbox"/> Parent(s) and/or Family Members _____ <input type="checkbox"/> School Staff _____ <input type="checkbox"/> Service Agency _____ <input type="checkbox"/> Other _____

Measurable Postsecondary Goals §300.320(b)(I)		
<input type="checkbox"/> Training/Education	<input type="checkbox"/> Employment	<input type="checkbox"/> Independent Living (when appropriate)
1.		
2.		
3.		

Transition Services/Activities (needed to attain goals) §300.43(a)(2)				
Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Instruction				
Related Services				
Community Experience				
Employment				
Adult Living				
Daily Living Skills				
Functional/Vocational Evaluation				
Other				

Courses of Study §300.320(b)(2)				
Add additional years for students who continue to be eligible for a free, appropriate public education.				
	School Year	School Year	School Year	School Year
Language Arts				
Math				
Science/Foreign Language				
Social Studies/Humanities				
Health/PE				
Elective				
Elective				
Elective				

Statement of Transfer of Rights at the Age of Majority §300.520

The student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court-appointed guardian).

☐ Yes, date _____ ☐ Guardianship legally held by _____

Student has delegated the right to make educational decisions to another individual ☐ Yes ☐ No

If yes, that individual is _____